

HANDBOOK FOR
ADULT HIGH SCHOOL CREDIT PROGRAM
AT DES MOINES TECHNICAL HIGH SCHOOL

A Field Report
Presented to
The Graduate Division
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
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THE HANDBOOK FOR
ADULT HIGH SCHOOL CREDIT PROGRAM
AT DES MOINES TECHNICAL HIGH SCHOOL

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The Problem	3
Statement of the problem	3
Importance of the study	4
Limitations of the study	4
Definitions of Terms Used	5
Policies	5
Subject matter	5
The adult education program	6
Review of the Literature	6
The Procedure	8
II. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	10
Summary	10
Conclusions	10
Recommendations	10
BIBLIOGRAPHY	12
APPENDIX A. Handbook for Adult High School Credit	18

CHAPTER I

INTRODUCTION

The "standard" of American education today is a high school education. The person without a high school diploma is marked with having a "substandard" education. Thousands of adults and teenagers who dropped out of school before graduation are trying to correct their mistakes by attending self-improvement programs. A self-improvement program is necessary because automation and machines have eliminated many of the occupations which do not require skill and training. These unskilled jobs were previously performed by people with an incomplete education.

Educational requirements for any kind of a job are higher today than ever before. A high school diploma is the least most employers will accept for even a low-level job. Few companies will pay any attention to a dropout. For them, he is an "untouchable." The number of unschooled, unskilled, and unemployed youths will have soared to 7,500,000 by 1970.¹

Many articles in newspapers, magazines, and books show the great concern of educators and leaders for our undereducated.

¹Percy V. Williams, "The Three U's," World Book Year Book, 1963 (Chicago: Field Enterprises Educational Corporation, 1963), 126.

Each year an estimated one million boys and girls drop out of school before completing the twelfth grade. These undereducated youngsters are poorly equipped to live in a society that required increasingly high levels of skill and knowledge for work and citizenship. The large numbers of frustrated out-of-school, out-of-work youth in our city slums, James B. Conant has warned us, are "social dynamite." They represent our educational failures. Any educational failures, in President Kennedy's words, "breed delinquency, dependency, and despair."¹

The federal government is administering funds for manpower programs which re-educate the dropout. The Iowa State Board of Public Instruction is recommending that dropouts get a second chance by issuing "high school equivalency certificates" to Iowans who pass comprehensive examinations.²

The Department of Adult Education of the Des Moines Community School District has been aware of the value of a good general education for adults for many years. A high school credit program enabling adults and teen-age dropouts to complete their high school education is now being offered by the Department of Adult Education at Des Moines Technical High School. This program was started in 1944 and has operated continuously since that time.

¹School Dropouts and Unemployed Youth (New Adventures in PTA Leadership and Responsibility. Chicago: National Congress of Parents and Teachers, 1962), 23.

²Jack Magarrell, "A Second Chance for Dropouts," The Des Moines Register, July 23, 1965, 3.

I. THE PROBLEM

The policies and procedures of the Adult High School Credit Program have been developing over the years, but up to the present time there has not been a study of the program.

It has seemed desirable to the writer that the general picture of the program be prepared for use by those involved in the program.

Statement of the problem. It was the purpose of this problem to prepare a handbook for the use of administrators, teachers, clerical staff, and students in the Adult High School Credit Program at Des Moines Technical School, Des Moines, Iowa. The function of this study was: (1) to give an explanation of the Adult High School Credit Program at Des Moines Technical High School; (2) to explain the administrative procedures and policies of the Department of Adult Education for High School Credit in Des Moines, Iowa; (3) to give guidance information to prospective students and to students actively enrolled in the Adult High School Credit Program; (4) to outline the secretarial duties of record-keeping personnel; (5) to formulate miscellaneous pertinent rules into organized general procedures; (6) to clarify the brief entrance procedures in annual schedules; (7) to supplement annual schedules with detailed attendance and tuition.

requirements; (8) to compile a list of instructions to teachers of high school credit courses; (9) to summarize the individual courses taught in the high school credit program; and (10) to write a brief history of the Adult High School Credit Program.

Importance of the study. The Adult High School Credit Program has been in operation since 1944 and at no time has a systematic study been made. It is felt that such a study would be a considerable help to all involved in the program. All people in the program have occasion to check procedures, policies, and requirements of the program. This handbook would be a useful guide for administrators, teachers, clerical staff, students, and prospective students. It would also be useful to other school districts and agencies interested in the program.

A functional handbook was also considered necessary for the following reasons: (1) In order to save time and improve efficiency of administrators, teachers, and the clerical staff; (2) to help adult students become better adjusted to the school; and (3) to formulate procedures which will eliminate errors, misunderstandings, and improve morale.

Limitations of the study. The following limitations

in formulating a handbook for the Adult High School Credit Program were apparent: (1) Other handbooks and research resources of similar material were not available for study. (2) The knowledge of administrative policies of the High School Credit Program was restricted to a small number of scattered bulletins, memoranda, and reports. (3) Some policies of the program were very general, the particulars being orally passed down from department to department. (4) Many ready solutions to administrative, teacher, and secretarial problems were not available in adult education since the problems did not occur in day school. (5) Each subject summary had to be restricted to one page in order to avoid impartiality. (6) The writer had a more limited knowledge in preparing course outlines in the fields of English, History, Mathematics, and Science than in Business Education. (7) The writer was limited in the amount of time which could be devoted to the study.

II. DEFINITIONS OF TERMS USED

Policies. The policies refer to the rules handed down from (1) the administration to instructors, (2) the administration to students, and (3) the instructors to students.

Subject matter. The subject matter pertains to in-

dividual courses offered in the following fields: (1) Business Education, (2) English, (3) History, (4) Mathematics, and (5) Science.

The Adult Education Program. The Adult Education Program pertains to subject matter taught to adult students and to the general policies of the school.

III. REVIEW OF THE LITERATURE

The writer reviewed many kinds of handbooks and incorporated some features from the following texts and handbooks.

The Handbook of East Des Moines High School¹ was used as a structural guide for organization. Guidance Services, Suggested Policies for Iowa Schools² was a good resource handbook for the guidance features.

Two handbooks were used as guides for preparing course outlines. One was the East High School Guidance Manual³ and the other was the Counselor's Reference Manual of Elective

¹Handbook of East Des Moines High School, Des Moines, Iowa, 1962.

²Guidance Services, Suggested Policies for Iowa Schools, Iowa State Department of Public Instruction (Des Moines, Iowa: 1963).

³East High School Guidance Manual, Des Moines, Iowa: 1964.

Courses.¹

Literature on the history of the high school credit program is composed primarily of Annual Reports from 1944 to 1962 and the Fall Schedule of 1961.

The 1960-61 Annual² gives service information and enrollment statistics. Prior annuals give the same type of information. Quoting material from each annual would be very repetitious.

The 1961 Fall Schedule of the Department of Adult Education listed the instructors, gave time and dates of classes, initial tuition fees, plus the following:

The required courses for a high school diploma are offered; in addition, a limited number of electives, mostly in business and science. (Enrollment will be accepted any time evening classes are in session.)
Classes will begin September 18.³

The brochure, Security, Job Opportunities, Standard of Living⁴ briefly summarizes the policies, and lists subjects. Both the schedule and brochure are limited to basic information. The need of a handbook was very apparent in

¹Counselor's Reference Manual of Elective Courses, Roosevelt High School, Des Moines, Iowa: 1957.

²In Pursuit of Further Learning (Annual Report, Department of Adult Education. Des Moines: 1960-61), p. 2.

³Informal Classes for Men and Women (Fall Schedule, Department of Adult Education. Des Moines: 1961), p. 2.

⁴Security, Job Opportunities, Standard of Living (Department of Adult Education, Des Moines: 1961).

order to itemize the essentials under one cover.

IV. THE PROCEDURE

The research tools used to gather information for this report were the interview and document analysis.

The writer had four years teaching experience in the Adult High School Credit Program at Technical High School, Des Moines, Iowa, before starting the handbook. This experience made him aware of the fact that a handbook would be a valuable aid for the school.

The writer talked to the staff about the idea of having a handbook. The Adult School Principal, three other instructors, and the secretary agreed that a handbook was needed.

The writer spoke to the Business Education Supervisor, Merle Wood. This was followed by an interview with James Sheldon, Director of Adult Education. Mr. Sheldon gave the writer the Adult Education Annual Reports.

The writer had a series of interviews with Ross Cramlet, Adult School Principal, at which time the historical background was discussed. Many bulletins, statements, memoranda, and report forms were selected for inclusion in this report. The North Central Association Report was also chosen to be inserted in the handbook.

Several interviews with the instructors, George Christian, Minnekus Schakel, and Belford Walker followed. The writer received textbooks in each course and completed rough drafts of each course outline. Each instructor read the rough drafts, made necessary changes, and returned them. These were retyped, rechecked by the instructors, and then organized into the handbook.

The following documents were analyzed: (1) the Adult Education Annual Reports from 1944-1962; (2) the Adult Education Fall Schedule, 1961; (3) Adult Education High School Credit brochure, "Security, Job Opportunities, Standard of Living"; (4) the textbooks of all subjects offered in the High School Credit Program; (5) bulletins of the Adult Education Department, and (6) Guidance Manuals from East High School and Roosevelt High School.

After completing the handbook, each instructor reread the completed handbook. After their approval, the writer had another administrator, Cecil Leonard, read the handbook. It was then given a final check by the Adult School Principal.

The administrators, instructors, and the secretary have checked the handbook and found it to be suitable. The handbook appears in Appendix A of this report.

2. That the handbook CHAPTER II is under staff supervision

which (a) for use by new students for orientation

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

purpose: during registration sessions; which

actively carried I. SUMMARY: selecting new students

3. That the handbook be reviewed annually by the staff

It was the purpose of this report to write a handbook of policies and subject matter offered for high school credit in the Adult Education Program at Des Moines Technical High School, Des Moines, Iowa.

The handbook is included in Appendix A in the format in which it will be mimeographed for use in the school.

It is written for use by administrators, teachers, clerical staff, and students.

II. CONCLUSIONS

The Adult School Principal, three instructors in the Adult High School Credit Program, and the secretary have made a thorough review of the handbook and have found it to be suitable for the purpose intended.

III. RECOMMENDATIONS

It is recommended:

1. That all staff members in the Adult High School Credit Program have a copy of the handbook available for reference.

2. That the handbook be available under staff supervision (a) for use by new students for enrollment purposes during registration sessions; (b) for actively enrolled students selecting new courses.
3. That the handbook be reviewed annually and revised if necessary.

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APPENDIX A

HANDBOOK FOR
ADULT HIGH SCHOOL
CREDIT PROGRAM

Department of Adult Education
Des Moines Technical High School
Des Moines, Iowa

J O B O P P O R T U N I T I E S

S T A N D A R D O F L I V I N G

T H R O U G H T H E A D U L T H I G H S C H O O L C R E D I T P R O G R A M

The purpose of the high school credit program at Des Moines Technical High School is to give dropouts an opportunity to complete their high school subjects and earn a high school diploma. This diploma is a stepping stone to higher education, an opportunity to obtain a job, or job promotion.

The school dropout, instead of being a part of "The Great American Society," is a part of "The Great American Tragedy." A million youths each year who have passed up the three R's now find themselves trapped in the three U's (Unschooling, Unskilled, and Unemployed).

Education was once a good thing to have; today it is a must! Some men and women who have not completed high school graduation requirements have found promotion difficult and sometimes impossible. Others are turned away from even applying due to the lack of a high school diploma.

IT IS POSSIBLE TO COMPLETE YOUR HIGH SCHOOL EDUCATION.
IT MEANS BETTER SECURITY, MORE JOB OPPORTUNITIES, AND A
HIGHER STANDARD OF LIVING.

Enroll now by contacting:

Department of Adult Education
Des Moines Public Schools
1800 Grand Avenue

Phone: 288-9511 Ext. 285, 261
288-4072 (Evening)

FOREWORD

The Adult Education Department of the Des Moines Independent Community School District offers a wide variety of courses to adults in the community. High school credit classes which enable adults to complete their high school education are a phase of this program.

The adult high school credit program is available in the evening at Des Moines Technical High School to those adults who wish to complete the requirements for a diploma so that the classes will not interfere with daytime employment or family responsibilities. In addition to the persons doing work for a diploma, there are a limited number of high school graduates who enroll in these courses for refresher purposes or to secure extra credit to meet certain college entrance requirements.

Classes meet on Monday, Wednesday, and Thursday evenings from 6:45 to 9:15 p.m. The high school credit courses are offered throughout the school year, usually starting one week after the regular high school opens and closing the last week in May. Enrollments are accepted any evening the classes are in session. Tuition costs are \$12 for a six-week period, with a \$5 book deposit.

Instruction is offered under a supervised study plan, and the progress of the individual is dependent upon his ability and the amount of time spent in outside study. Work completed is reported to the former school attended and applied toward requirements for a diploma, or, if preferred, a Des Moines Public School diploma may be issued provided a minimum of two units of credit has been completed at the evening school.

Students are allowed to take only one subject at a time. The average amount of time taken by students to complete one subject is from nine to ten weeks.

The majority of students in the high school credit courses are between the ages of eighteen and twenty-three. The median age has lowered somewhat in the past few years. More people are realizing how very necessary it is to have a good general education. All indications point to the fact that the enrollment will continue to grow in the future.

This handbook gives a general explanation of the Adult Education Program for High School Credit. It should serve as a guide for administrators, teachers, secretaries, and adult students.

TABLE OF CONTENTS

PAGE

I. History of the High School Credit Program	24
II. Administrative Procedures and Adult School Information	26
This section on Administrative Procedures will be of special interest to principals of adult high school credit programs. Tables of enrollment statistics and suggestions for counseling adults are included in this section.	
III. Secretarial Duties	37
The clerical staff will find specific details of the job listed under Secretarial Duties.	
IV. Enrollment and General Procedures for the Student	40
The Enrollment Procedures give detailed information about "how to enroll" in the High School Credit Program. General Procedures are miscellaneous policies of the evening school.	
V. Teacher Reference Guide	46
This guide supplies information necessary to coordinate the record keeping of instructors.	
VI. Summary of Courses	51
The Summary of Courses gives information about the contents of each subject. A student may ask, "What is Bookkeeping?" The summary should give a brief explanation of Bookkeeping.	
VII. Index	71

COURSES OFFERED FOR HIGH SCHOOL CREDIT

The subjects listed below are offered by the Adult Education Department for high school credit at Des Moines Technical High School. Upon completion of each course, the student will receive one-half unit of credit. Sixteen units or thirty-two courses must be completed in order to meet graduation requirements. The Adult Education Program meets the accreditation requirements of the North Central Association. A summary and explanation of each subject taught in the high school credit program is found in the back of this handbook.

BUSINESS EDUCATION

Bookkeeping 1
Bookkeeping 2
Bookkeeping 3
Bookkeeping 4
Bookkeeping 5
Business English
Business Organization
Commercial Arithmetic
Commercial Geography
Commercial Law
Salesmanship

LANGUAGE ARTS

*English 1 (Grammar)
*English 2 (Grammar)
*English 3 (Composition)
*English 4 (Composition)
*English 5 (Am. Lit.)
*English 6 (Am. Lit.)
English 7 (Eng. Lit.)
English 8 (Eng. Lit.)

**SCIENCE

Biology 1
Biology 2

**MATHEMATICS

General Mathematics 1
General Mathematics 2
Algebra 1
Algebra 2
Geometry 1
Geometry 2
Advanced Algebra (1st Sem.)
Advanced Algebra (2nd Sem.)

SOCIAL STUDIES

*World History (2 Sem.)
*American History (2 Sem.)
*American Problems
*Economics

* Required Subjects
** One year required

HISTORY OF THE HIGH SCHOOL CREDIT PROGRAM

"High School Extension Courses for Home Study" were offered in 1944-45. These courses fulfilled a need to serve men and women returning from the military service and those desiring to complete their high school work before entering.

Home study offered an opportunity to secure needed credits when school attendance was not practicable. These courses offered mature persons an opportunity to remove the handicap of their incomplete schooling and receive a high school diploma.

There were two phases of the Extension program:

1. New enrollments for: (a) High school graduates making up courses for college entrance or nurses' training, (b) Adults making credits toward high school graduation, and (c) Students speeding up graduation before entering military service.

2. There was a two-year record of accreditation and advisory service for men and women in military service. Many had their service records evaluated and closed by completion of high school requirements.

In 1945-46 there were three phases of continuation of high school offered to veterans and adults:

1. Evening courses for high school credit were offered which met $2\frac{1}{2}$ hours for three evenings per week. Twenty-one persons enrolled. This program proved successful and continued as our present system.

2. Home study and tutoring.

3. Regular day-school attendance. This program was open to veterans who were given the opportunity to advance at a more rapid rate than teen-age class groups.

In 1946-47 the above three phases were continued with the evening course for high school credit, Adult Education, serving 99 persons, of whom 60 were veterans.

The adult high school credit program was the first in the state of Iowa. The Director of the Des Moines Senior

High Schools, Mr. J. E. Stonecipher, directed this program from 1944-57 by setting up the plan of operation and laying the groundwork for the home-study courses.

Mr. Ross Cramlet took care of the finances and records from 1947 to 1953. In 1953, the High School Credit Program was placed under the Department of Adult Education. Mr. Cramlet directed the operation from 1957 until the present.

A trend over the past fifteen years indicates the following significant facts.

1. About 8 per cent of the annual enrollment in night school graduate.
2. Approximately one-third of the new people who enroll will drop out within 30 days after they come in.
3. Many dropouts are not due to lack of interest; they are caused by outside work responsibility, home duties, lack of money, or lack of ability. Others having been away from school for quite awhile have difficulty in establishing good study habits.
4. The median age of the night school student has continued to drop; at present this age is 22. From all indications, this age level median will continue to decrease.

The proper administration of policies and records is very essential in order that the Adult High School Credit Program function smoothly. The following recommendations are given in order to insure a successful program.

1. There must be establishment of a chain of command. The proper authority must be able to issue orders and revise policies.

2. The administrator must anticipate the reactions of people and be prepared to meet new situations as they arise.

3. Good communication must be established with the Director of Secondary Education, Department Supervisors, the Registrar, the clerical staff, and instructors. New and changing policies require the issuance of bulletins to teachers, secretaries, and students. Correspondence to other school registrars is necessary in order to clarify and understand student transcripts.

4. Important requisites are the ability to supervise, give or take orders, and follow up to see that the job is done satisfactorily. One must use discretion as to whether there is need for close or loose supervision.

5. Grievances must be settled, and cooperation from the staff must be secured. Proper discipline must be doled out and rewards should be given.

6. The administrator must be flexible and ready to adapt to changing conditions.

7. The administrator must understand the methods, importance, and involvements of counseling adults.

8. A case file system must be maintained and readily available for reference.

9. The administrator must serve as a liason between the faculty, the registrar, parents, and management personnel.

10. An administrator must continually keep records on the trends of enrollment, attendance, and moneys. These reports will serve as an analysis of future needs. A system of report forms must be built up which show comparisons and a trend analysis based on questions that are asked. In an annual report, the records should reveal the information required by the (a) Board of Education, (b) Management and

Supervisors, (c) Lay people, and (d) The Educational Agencies that protect and review standards (North Central Association).

The following pages are presented in report form giving vital information requested by the four agencies listed above in Item 10.

The first report requested by the North Central Association gives a general description of the Adult High School Credit Program.

This is followed by Table I showing enrollment statistics for a one-year period, 1963-64. Table I indicates that the enrollment of men and women is approximately equal. There is a wide range in the age of students, the youngest pupil at age 15, the oldest at age 52.

Enrollment by grade classification is listed in Table II. These figures show a definite pattern with Senior enrollment highest, followed by Juniors, Sophomores, and Freshmen respectively. The Post Graduate students taking refresher courses have the smallest enrollment.

The High School Credit Division enrollment statistics in Table III cover a three-year period from 1962 to 1965. These statistics indicate increases in: total enrollment, average enrollment, and semester grades issued. The average attendance indicates that students attend class approximately once every three classes, or once a week.

Table IV lists the courses offered and enrollment figures in each class. The Social Science enrollment was the highest, with 61.2 per cent of the students enrolled receiving credit. A total of 48 per cent enrolled in Business Education received credit. Mathematics and Science followed closely behind with 47.8 per cent of the enrollment receiving credit. English had 42.6 per cent of the total enrollment receiving credit.

The enrollment statistics according to age are listed in Table V. These statistics show that the highest number of men enrolled range from ages 18 to 23; in these age brackets 119 men were enrolled with 97 dropouts, a drop rate of 81.5 per cent. The highest number of women enrolled range from ages 17 to 22; in this six-year bracket 107 women enrolled with 61 dropouts, a drop rate of 57 per cent.

Table VI is a Profit and Loss Statement requested by the Board of Education. The total costs are subtracted from the tuition fees collected showing a gain in 1963-64. The costs do not include building maintenance and salary of the principal as these are covered by the general budget of the Des Moines Independent Community School District.

NORTH CENTRAL ASSOCIATION REPORT
DESCRIPTION OF THE ADULT HIGH SCHOOL CREDIT PROGRAM

The Department of Adult Education offers courses for high school credit to adults at Des Moines Technical High School. This is a program of supervised study in the academic area to enable adults to complete requirements for a high school diploma.

Schedule: Monday, Wednesday and Thursday; 6:45 to 9:15 p.m.; September through May.

Cost: \$12 for each six-week period, payable in advance;
\$5 textbook deposit, refundable.

Instructors: Minnekus Schakel - History
George Christian - English
Belford Walker - Mathematics & Biology
Gene Wanek - Business Education

TABLE I

ENROLLMENT STATISTICS, 1963-64

Enrollment:	Men . . .	201	Age:	Youngest Pupil . .	15
	Women . . .	196		Oldest pupil . . .	52
	Total . . .	397			
Semester grades issued	343	Average enrollment	. . .	122	
Graduates	26	Average attendance			
		per night		46	
Number enrolled for		Number of sessions	. . .	101	
post graduate and					
refresher work	19				

TABLE II

ENROLIMENT BY GRADE CLASSIFICATION

Grade	9	10	11	12	P. Grad.	Total
Number Enrolled	46	73	107	152	19	397

TABLE III
ADULT HIGH SCHOOL CREDIT DIVISION ENROLLMENT
STATISTICS FOR A THREE-YEAR PERIOD

	1962-63	1963-64	1964-65
Total Enrollment	327	397	403
Average Enrollment per Night	106	122	147
Average Attendance	40	46	46
Semester Grades Issued	283	342	377
Number completing required work for diploma	33	26	29
Number completing one or more subjects and returning to day school	-	-	6
Number enrolled for refresher and post graduate work	10	19	19
Drops	190	252	239

TABLE IV
ADULT HIGH SCHOOL CREDIT DIVISION COURSES
OFFERED AND ENROLLMENT IN EACH CLASS
1963-64

<u>English</u>				<u>Social Science</u>			
	<u>Credit</u>	<u>Inc.</u>	<u>Total</u>		<u>Credit</u>	<u>Inc.</u>	<u>Total</u>
English 1	3	5	8	World Hist. 1	20	20	40
English 2	5	2	7	World Hist. 2	16	2	18
English 3	2	17	19	History 3	-	-	-
English 4	4	3	7	History 4	-	-	-
English 5	16	20	36	History 5	20	23	43
English 6	14	20	34	History 6	25	13	38
English 7	7	6	13	History 7	40	20	60
English 8	4	1	5	History 8	41	25	66
Total	55	74	129	Total	162	103	265

<u>Mathematics and Science</u>				<u>Business Education</u>			
	<u>Credit</u>	<u>Inc.</u>	<u>Total</u>		<u>Credit</u>	<u>Inc.</u>	<u>Total</u>
Gen. Math. 1	31	30	61	Bookkeeping 1	9	14	23
Gen. Math. 2	14	1	15	Bookkeeping 2	3	4	7
Science 3	5	11	16	Bookkeeping 3	3	3	6
Science 4	3	-	3	Bookkeeping 4	3	-	3
Math. 1	1	12	13	Bookkeeping 5	1	-	1
Math. 2	-	-	-	Com'l. Law	9	10	19
Math. 3	-	4	4	Com'l. Geog.	3	6	9
Math. 4	1	-	1	Bus. English	3	4	7
Math. 5	1	2	3	Com'l. Arith.	18	20	38
Math. 6	-	1	1	Business Org.	8	7	15
Total	56	61	117	Salesmanship	10	8	18
					70	76	146

TABLE V

ADULT HIGH SCHOOL CREDIT DIVISION
ENROLLMENT ACCORDING TO AGE
1963-64

Age	Men Enrolled	Men Dropped	Women Enrolled	Women Dropped
15	0	0	2	1
16	2	1	9	6
17	6	4	21	7
18	18	17	29	15
19	28	24	17	14
20	23	19	11	7
21	16	13	11	6
22	15	6	18	12
23	19	18	3	2
24	8	5	6	4
25	8	3	1	0
26	7	6	6	4
27	3	2	3	0
28	9	6	5	3
29	2	0	7	5
30	3	2	4	2
31	5	3	7	5
32	4	2	4	0
33	3	0	3	1
34	2	1	1	0
35	4	1	5	3
36	4	2	1	0
37	1	1	1	0
38	4	3	3	2
39	0	0	1	1
40	1	1	0	0
41	1	0	2	0
42	1	1	2	1
43	0	0	1	0
44	1	1	4	1
45	1	0	1	0
46	0	0	2	2
47	1	1	2	2
48	1	0	0	0
49	0	0	2	1
50	0	0	1	1
51	0	0	0	0
52	0	0	1	1
Total	201	143	196	109

TABLE VI
ADULT HIGH SCHOOL CREDIT DIVISION
PROFIT AND LOSS STATEMENT
1963-64

Fees Collected

Remitted:

November	\$2,833.38
December	1,183.50
March	2,556.00
April	1,064.00
June	936.00
Total Fees	\$8,572.88

Cost

Instruction:

George Christian	\$1,515.00
Minnekus Schakel	1,515.00
Belford Walker	1,515.00
Gene Wanek	1,515.00

Secretarial Services:

Maxine Lanning	673.75
Betty Speth	90.00
Mildred Hill	12.50
Ruth Taylor	10.00

Total Cost \$6,846.25

Gain \$1,726.63

COUNSELING ADULTS

It is necessary that the administrator have an understanding of the following facts when he is counseling adults:

1. Adults asking to be enrolled in an evening high school will come from many different communities and states.

2. The transcripts will vary considerably in form and condition.

3. Requirements for graduation and credits acceptable vary with different schools and in different states.

4. It should be made clear that it is the responsibility of the student to furnish the evening high school registrar with a complete up-to-date transcript. It should be understood that official transcripts are transferred from registrar to registrar and should not be given to the student. A student's copy of the transcript cannot be accepted as an official transcript.

5. A student should not be admitted until his transcript has been received from the last school he attended. This is the only sure way to advise the student on what is needed to be certified for a high school diploma. In a case where there is a question as to the value of credits, or the acceptability of credits, the registrar in charge of the high school where the evening school is conducted should be asked to evaluate and verify the total acceptable credits.

6. If a student questions the accuracy of the transcript from his former school, he should understand that it is his responsibility to request a corrected copy and, if necessary, present to that school report cards or other evidence of work completed.

7. Credits for work completed through the Military Institute or through state corrective institutions should be presented to the former school and must be recorded on the official transcript before it is forwarded to the evening school. Where this is not possible, such certificates of credit must be presented along with the transcript to the director of secondary education for evaluation and approval.

8. In most cases where only very few credits are yet needed the credit cards earned will be sent to the school the student attended before he came into adult evening school.

In cases of this kind, the registrar of the corresponding school should advise on school stationery, over signature, as to what subjects the individual should take. If these procedures are followed carefully, all work accomplishment will contribute to the objective; namely, satisfactory completion of work for a high school diploma.

9. If an individual has less than a year and a half of work to complete, the credit cards earned should be returned to his previous school. The composite record should be kept there, and in no case should this complete cumulative record be sent to the adult evening school. This information should be kept in the original school. Occasionally complete records are sent. They should be returned to the parent school by the adult evening secretary.

10. Adult evening high schools, if managed on an accelerated basis, must make it clear to the prospective student that it will be necessary for him to take certain initiative and assume certain responsibilities on his own, some of which are:

- a. He should understand that an accelerated program is not a short-cut program. He will cover the same subject matter that he would cover in day school, although unit assignments will be much larger than the day-to-day assignments of day school.
- b. In the absence of formal recitation in a daily class, he must take the initiative to confer regularly with his instructor in order to make satisfactory progress.
- c. He should understand that some subjects will require more individual instruction and a closer supervision of study than other subjects which depend more on reading ability and comprehension. Therefore, he should be advised to work out with each instructor a schedule of attendance that will enable him to progress to the best of his ability.

11. It should be stressed that this is not a testing program, but a supervised study program and the progress made by the individual is dependent upon three things:

- a. His ability as a student.

b. The amount and regularity of time he will spend on preparation.

c. Regularity of contact with the instructor.

12. Since the Des Moines Public Schools have a junior-senior high school system, it will be necessary for students who are in the ninth grade level and who plan to return to day school at the tenth grade level to secure approval from the Department of Pupil Personnel Services before admission can be granted.

13. In a case where the individual does not have an eighth grade diploma or cumulative record indicating that he has completed the eighth grade, he should be referred to the Guidance Division to take an educational achievement test. If the score is high enough to indicate completion at the eighth grade level, the student may be enrolled at the ninth grade level.

14. Attention must be given to the following details in cases where a day-school-aged student whose attendance has been interrupted requires admission to the evening high school to continue his progress until the end of the semester, at which time he intends to re-enter the regular day school:

- a. Credit or records--(In some cases unfinished work is involved.) The credits have to be forwarded immediately on completion to the registrar of the corresponding school. Some principals require the names of prospective students for the next semester ahead of time.
- b. The counselor must have an up-to-date transcript in his hands when the student's assignment card is made.
- c. Recommended subject areas must come from the corresponding school where he last attended.

These details of communication are necessary in order to protect the interest of the student, and they must be carried out on short notice to meet a deadline. It is sometimes difficult for registrars and administrators to move as fast as the situation requires.

CASE-FILE SYSTEM

Each record of an individual student should be kept in one folder in the case-file system. Items which might be filed in the student case-file folder are educational transcripts, intelligence tests, personality trait ratings, interest in outside activities, disciplinary records, personal data, copies of correspondence regarding the individual, and records of enrollment and achievement.

Prospective employers often want information about the individual which is covered by the complete case file as well as the complete academic accomplishment. However, generally speaking the responsibility of the night high school for adults is to provide facility for earning credits only.

The above information should be clearly understood by the student when he is admitted to the evening adult high school.

The student should be clearly understood by the student when he is admitted to the evening adult high school.

6. The student should be clearly understood by the student when he is admitted to the evening adult high school.

7. The student should be clearly understood by the student when he is admitted to the evening adult high school.

8. The student should be clearly understood by the student when he is admitted to the evening adult high school.

SECRETARIAL DUTIES

It is the responsibility of the Adult High School Credit secretary to carry out the following duties:

1. Be present during enrollment sessions and on duty each Monday, Wednesday, and Thursday from 6:45 to 9:45 p.m.
2. File alphabetically all student transcripts, Student Program Cards, and Credit Record Cards.
3. Collect tuition and book deposits, issue receipts and book refunds, count the money, and write a report of the funds.
4. Keep the Record of Attendance and Tuition. (The teachers take attendance and turn it in to the secretary each evening; the secretary in turn posts each individual's attendance and records the total for the session.)
5. It is the student's obligation to pay tuition; however, the secretary will notify teachers when tuition is due. No credits will be issued when tuition is overdue. Tuition is marked in red on the Class Record form.
6. Post the High School Credit Record Summary.
7. Answer the telephone and give information regarding the Night High School.
8. Compile the following information for annual reports:
 - a. What classes are offered, the total enrolled in each subject, the number of credits issued in each subject, and the number of incompletes.
 - b. The enrollment by grade classification.
 - c. The ages of the youngest and oldest pupils.
 - d. A breakdown of the number of men and women enrolled.
 - e. The number of students in post graduate and refresher work.
 - f. The average enrollment and average attendance.
 - g. The number of sessions.
 - h. The total number of grades issued.
 - i. The number completing required work for a diploma.
 - j. The number of students who have completed one subject, the number completing two, and more than two subjects.
 - k. The number of incompletes or drops.

HIGH SCHOOL CREDIT COURSE

Class Record

Year 1965-66

NAME	Days	RECORD OF ATTENDANCE AND TUITION								Books	
		Week of: 9/20/65	9/27/65	10/4/65	10/11/65	10/18/65	10/25/65	11/1/65	11/8/65	Deposit date	Refund date
Smith, John	M	x	x			x		x		9/20/65	
	W			x	x		x	x	x		
	T										
Tuition Paid:		-----									
Taylor, Richard	M					x			x	1/22/64	11/8/65
	W			x	x	x	x	x	x		
	T			x			x		x		
Tuition Paid:		-----									
	M										
	W										
	T										
Tuition Paid:											
	M										
	W										
	T										
Tuition Paid:											
	M										
	W										
	T										
Tuition Paid:											
	M										
	W										
	T										
Tuition Paid:											
	M										
	W										
	T										
Tuition Paid:											

IT IS IMPORTANT that this record be kept current and accurate since it involves attendance, tuition, and record of book deposits and refunds.

Taylor, Richard

Name _____

High School Credit

Semester Record Summary

(to be posted annually and retained in enrollment folder)

[illegible]

Notes:

ENROLLMENT PROCEDURES

The following Enrollment Procedures are presented to give information to student enrollees. Members of the staff registering pupils on opening night will find it helpful to read each item aloud.

1. High School Credit Classes open in September two weeks after day school begins and close in May two weeks before the day school closes.

2. Who is eligible? Any person eighteen years of age or over who is not enrolled in the regular day school is eligible for the evening classes. Any person under eighteen years of age who has discontinued school may make application to the Board of Review for consideration concerning admission.

3. Write or call the registrar where you last attended high school and request that your transcript of credits be sent to the Adult Division, Des Moines Technical High School.

NOTE: The work you must complete will be the difference between what you now have on file as earned credit and the sixteen units required for graduation.

4. After ten days call the adult division to determine if your transcript has been received. If so, you may come in any Monday, Wednesday, or Thursday night for counsel and assignment to class.

NOTE: If you need help or advice on the proper procedure to request a transcript, which is your responsibility, ask your counselor. In the event that you encounter difficulty in securing your credits from your former school, the evening school principal will be glad to give assistance.

5. New enrollments are accepted any Monday, Wednesday, or Thursday night, 6:45 to 9:15 p.m. The fees are \$12 per six-week period, payable in advance, with an additional \$5 for book deposit. The book deposit is refunded when the book is returned; refunds will not be made between June 10 and September 10.

Workbooks and paper backed textbooks must be purchased. Tuition and book deposit may be paid by check (\$17). Check must be made payable to "Des Moines Tech., Adult Div."

6. Student's Program Card. The student must complete two copies of the Program Card (fill in the front and back sides). See the illustration.

7. Credit Record Card. The student must complete two copies of the Credit Record Card. One of these cards will be sent to your former school, the other will remain in the files at Tech as a permanent record. See the illustration.

NOTE: Across the top of each Credit Record Card, you must record the name of the High School to which credits are to be sent. Specify definitely the name of the school, city, and state in which it is located.

8. Des Moines diploma. If you are from outside Des Moines and prefer to receive a Des Moines Public School diploma, write Des Moines Tech., Des Moines, Iowa, on the Credit Record Card instead of the name of your former school.

NOTE: To be eligible for a Des Moines diploma, you must complete a minimum of two units (four courses) of work here at Tech.

Students coming from parochial or junior high schools will receive a "Des Moines Public School" diploma. On the Credit Record Cards complete the line "Credits earned should be sent to: Des Moines Tech., Des Moines, Iowa."

WORLD HISTORY, MATH, AND SCIENCE REQUIREMENTS

1. A student must complete the same required subjects and credits that Des Moines Schools were requiring at the time the student first became a sophomore in day or night school.

- a. In September, 1960, only U. S. History, American Problems, (History 5, 6, 7, & 8) and six semesters of English were required.
- b. In September, 1961, two semesters of some kind of Mathematics were added.
- c. In September, 1962, two semesters of science were added.
- d. In September, 1963, two semesters of World History were added.

EVALUATION SHEET PREPARED FROM YOUR TRANSCRIPT

Student's Name _____

You will be required to complete thirty-two (32) half year subjects to be eligible for a diploma. You now have on file _____ half-year subjects which indicates you will need to complete _____ half-year subjects for a diploma.

This evaluation sheet prepared from your transcript will enable you to arrange a schedule for the future and determine roughly the preparation yet required. Evening high school teachers are of the opinion that the average student has to spend about one hundred hours in preparation per subject to meet the standard. This figure will vary with individual ability. The decision of the instructor in all cases shall be final.

Listed below are the subjects which are offered at night school and which may be taken to fill out the full requirements of 16 units.

History 5 6 7 8

English 1 2 3 4 5 6

Mathematics 1 2 3 4 5 6 7 8

General Mathematics 1 2

English 7 8

World History 1 2

Biology 1 2

Bookkeeping 1 2 3 4 5

Commercial Arithmetic

Commercial Law

Business English

Business Organization

Salesmanship

Geography

Subjects already taken in day school.

C. L. P. 1 2

Woodshop 1 2 3 4 5 6

Autoshop 1 2 3 4 5 6

Homemaking 1 2 3 4 5 6

Voice

Band

General Science 1 2

 Others:

The evening high school plan has worked well in the past. The success you acquire is entirely up to you. Attendance and regular work habits will determine your program. Your instructors are well prepared and qualified to give you the help needed.

Date _____

Counselor _____

(Student must complete two copies) **STUDENT'S PROGRAM CARD**Grade 11Name Smith, William L.

Last Name

First Name and Initial

(Maiden Name)

Date September 15, 1965Counselor Mr. Schakel

	Subject	Symbol	Teacher	Room
1	Bookkeeping 1	Bk 1	Mr. Wanek	311
2				
3				
4				
5				
6				
7				
8				

Remarks:

Form 141 1M-7-63 D. M. Tech Press

ADULT EVENING HIGH SCHOOL
DES MOINES PUBLIC SCHOOLS

(Make Two Copies)

Credits Earned Should Be Sent to

Ames H. S.Ames, Iowa

School

City

State

CREDIT RECORD CARDName Smith, William L.

Last Name

First Name and Initial

(Maiden Name)

Sex MBirth: Place Ames, IowaBirth Date 45/2/15

Yr. Mo. Day

Entered from Ames H. S.For Term Ending June 1966

Subjects	Symbol	Grade	Date of Drop	Teacher
Bookkeeping 1	Bk 1	2		<i>E. J. Wanek</i>

Form 511 1M-7-63 D. M. Tech Press

ADULT EVENING HIGH SCHOOL
DES MOINES PUBLIC SCHOOLS

GENERAL PROCEDURES

The following procedures are general statements concerning the underscored paragraph heading. These items are intended to give faculty, secretaries, and students information about miscellaneous procedures. They shall be in effect until further revision.

1. Active enrollment. The student must be actively enrolled in the evening high school credit course before credits can be issued. It will be necessary also to carry an active enrollment while the work is being done.
2. Student progress. Each student will progress according to his ability and the amount of time he wishes to spend. Only under unusual situations may a student complete more than half a unit of credit within a six-week period. Those persons desiring to achieve more credit in this period of time must make application to the Board of Review in advance.
3. Assignment of work. Instructors will assign work in units, each of which must be satisfactorily completed and approved by them before further work is given. The decision of the instructor with regard to standards and quality of the work done and the grade recorded is final.
4. Administering student tests. The instructor shall not be required to give tests over outline materials which have been handed in until the session after it is received by the instructor.
5. Tracking. All subjects which are tracked in the regular day school shall be considered as general track only in the night high school.
6. Class rank. The transfer of credits earned in the night high school to the day school program may affect the class rank of the day school students.
7. Attendance recommendations. Attendance is not compulsory at each session in the night high school. However, it is recommended that students attend a minimum of once a week. Past records indicate that students with good attendance progress much more rapidly and achieve better grades.
8. Course credits. When the work is satisfactorily

completed as judged by oral and written tests and review of materials prepared, the instructor will issue a Report Card to the student and record the credit earned on the Credit Record Card.

9. Recording credits by teachers. It is the responsibility of each teacher to record the subject grades on the Credit Record Cards (2 cards).

At the end of the school year, Class Lists (Form 159) shall be completed for each class taught. The instructor should complete the heading, list the names of students and their marks, and fill in the remarks column.

10. Recording credits by registrar. Credit for completed courses will be issued and recorded by the high school registrar of Des Moines Technical High School. Your credits will be sent to your former high school; and upon completion of all required subjects, you may be certified for graduation.

11. Graduation deadline. The deadline for completing work for graduation with the regular class in a given year will be announced annually by the high school registrar.

NOTE: When work is completed after the date for graduation with a regular class, you need not be delayed in meeting job or college entrance requirements. You can be certified immediately for graduation with the next class, and your credits can be sent immediately to the college admissions office.

12. Issuing of a diploma. A diploma will be issued by your high school along with the next graduating class. If you prefer, you may receive a Des Moines Public School diploma provided you have completed a minimum of two units of credit at Des Moines Technical Evening School.

13. Scholastic rank. Your scholastic rank in the class, requested by some colleges, cannot be established by your former school until the entire senior list is made up. Students who receive a Des Moines Public School diploma will not receive a class rank.

14. Summer work. All work shall be completed at the end of the semester in time for the instructor to properly review it and issue a grade. Outline for summer work will not be issued except by special arrangement with the individual in charge of the department and with the consent of the teacher.

15. Admission of day school students. Any student who has been enrolled in a regular day high school during the current semester and who has been removed from that high school for disciplinary reasons, either voluntarily or involuntarily, may make application to enter the night high school program at Technical High School for the following semester by submitting such a request to the Board of Review. Said Board of Review shall consist of the Director of Secondary Education, the Director of Adult Education, and Principal of the Night High School.

NOTE: Students who have left school for reasons other than disciplinary may make application to the Board of Review for acceptance in the Night High School. The Board of Review will meet in the office of the Director of Secondary Education at 9:30 am. each Tuesday. Appointments are not necessary, but applicants should report to the office of the Principal not later than 9:15 a.m.

TEACHER REFERENCE GUIDE

It is important that procedures in handling records and transcripts for the evening high school be uniform. All instructors should read these instructions carefully and keep them for reference when needed.

1. Upon enrolling a new student, the instructor should have the pupil complete a Record of Material Loan card (Form 172). The book deposit receipt number should be listed in the upper left-hand corner.

2. Class Record Book. Under the course title, the instructor should record the name of the student and date of entry in the Class Record Book. Student assignments and test scores should be recorded in the Class Record Book showing pupil progress.

3. Issuing a course outline. The instructor should issue a course outline or units of work to be completed by the student. It should be emphasized to the student that the course will take approximately six weeks to complete, depending upon the student's desire, ability, and initiative.

4. Recording entries on Credit Record Cards and Class Lists. The teacher must record one of three entries on two

Credit Record Cards and one Class List for every student officially enrolled during the year even if the student has never attended a class. If the student paid tuition, he has been officially enrolled.

- a. Number grades. A number grade should be recorded in the proper column.
 - 1 = Excellent
 - 2 = Above average
 - 3 = Average
 - 4 = Below average
 - 5 = Failing
- b. Incomplete grades. Incomplete grades must be recorded on the Credit Record cards as well as on the Class List. The drop date must also be shown on both records. If a student enrolls, pays tuition and never attends, the student is officially dropped at the end of his tuition-paid period. The reason for requiring this information is for future reference by the registrar when specific information related to drop dates and work completed is requested months or years later.
- c. Post graduate credits. Each year a small number of post graduate students enroll. Some are working for additional credits on a high school level and some are doing only refresher work in areas where they are weak and do not care to meet the requirements for a unit of credit. It is important that we clarify the work of these students in our permanent file for future reference.

In a case where the student enrolls for refresher training and does not need credit, the instructor will mark in the grade column NG meaning "No Grade" and Refresher and write the signature of teacher.

The evening school secretary will keep a separate file for post graduate students in order that credits earned may be sent to the former school immediately upon completion of the work. The instructor should attach a memo on the Credit Record Cards which are given to the registrar, stating that it is post graduate credit and should be forwarded

immediately to the proper destination. The instructor must also make certain that the post graduate work is properly recorded on the official class list before turning in the Credit Record Cards for forwarding.

5. Repeat subjects. In order to provide certain information at the end of the year for the North Central Association report, it is necessary that we know whether credits on the graduate level were repeats of subjects previously taken in the high school or were additional subjects taken to meet required pre-requisites. Since the post graduate student does not have to present a transcript, we have no way of knowing what he has taken in high school and it becomes necessary to ask at the time he enrolls if he has taken the subject before.

6. A Pupil's Scholarship Report Card will be issued to each student completing a subject. The following items should be completed: the pupil's name, the subject completed, the year ending, the mark or grade, the name of the high school, and the teacher's signature.

Receipt No. 11551

H. R. 311

RECORD OF MATERIAL LOANED

Period.....

Quantity	Article	Bk. No.	Condition
1	Bookkeeping 1 Southwestern Publishing Co.	150	Good

Name Smith, William L. Address 2345 Pine, Des Moines
 Phone 295-4433 Grade Classification 11 Date Sept. 20, 1965

Supplementary Information for Use of Classroom Teacher

Age 22 Years in school 12
 (Do not count Kindergarten or this semester)

Parent Steven Smith Occupation Bricklayer

	PROGRAM					PROGRAM CHANGES	
	M	T	W	T	F	Subject	Teacher
1							
2							
3							
4							
5							
6							

Form 172 Rev. 200M-1-55 D. M. Tech Press

DES MOINES PUBLIC SCHOOLS

PUPIL'S SCHOLARSHIP REPORT CARD

Pupil Smith, William L. H. R. 311
 Last Name First Name

Home Room Teacher

Subject Bookkeeping 1 Semester Year Ending June 1966

Period	Times Absent	•Mark	REMARKS	Parent Will Please Sign Below
First Nine Weeks				
Semester Total		2		

*1 indicates Excellent; 2, Above Average; 3, Average; 4, Below Average; 5, means Failing. Parents are urged to confer with the principal and teachers regarding the pupil's studies and progress.

A close relationship between the home and school works to the advantage of the pupil.

Adult H. S. Cr. - Tech. High School

G. J. Wanek Teacher

Form 162 Rev. 50M-7-63 D. M. Tech Press

DES MOINES PUBLIC SCHOOLS

Class List

50

Form 159 Rev. 15M-3-51 D. M. Tech Press

DES MOINES PUBLIC SCHOOL

Read the Directions
on the Back of this
Sheet

Repeaters. Give Number of
Sem. Including This One

First
Nine Weeks

Semester

Days Absent

Days Made Up

Marks

Days Absent

Days Made Up

Marks

Adult H. S. Cr.- Tech. School
Year Ending June 1966
Subject E 1 Period Night
Teacher George Christian

Remarks

Brown, Bill J.
Doe, John
Miller, Robert E.
Smith, Joe

3
Inc.
NG
1

Dr. Nov. 1965
Refresher

Inc. = Incomplete
NG = No Grade

SUMMARY OF COURSES

The following list is a summary of all courses offered in the Adult High School Credit Program. The symbol precedes the course title.

BUSINESS EDUCATION		LANGUAGE ARTS	
Bk 1 - Bookkeeping 1	* E 1 - English 1 (Grammar)		
Bk 2 - Bookkeeping 2	* E 2 - English 2 (Grammar)		
Bk 3 - Bookkeeping 3	* E 3 - English 3 (Composition)		
Bk 4 - Bookkeeping 4	* E 4 - English 4 (Composition)		
Bk 5 - Bookkeeping 5	* E 5 - English 5 (Am. Lit.)		
BE - Business English	* E 6 - English 6 (Am. Lit.)		
BO - Business Organization	E 7 - English 7 (Eng. Lit.)		
CA - Commercial Arithmetic	E 8 - English 8 (Eng. Lit.)		
CG - Commercial Geography			
CL - Commercial Law			
Sls - Salesmanship	** SCIENCE		
	Sc 3 - Biology 1		
	Sc 4 - Biology 2		
** MATHEMATICS			
GM 1 - General Mathematics 1			
GM 2 - General Mathematics 2			
M 1 - Algebra 1	* SSc 3 - World History		
M 2 - Algebra 2	* SSc 4 - World History		
M 3 - Geometry 1	* SSc 5 - American History		
M 4 - Geometry 2	* SSc 6 - American History		
M 5 - Advanced Algebra	* SSc 7 - American Problems		
M 6 - Advanced Algebra	* SSc 8 - Economics		
	SOCIAL STUDIES		

* Required subjects

** One year required

The Language Arts and Social Science requirements fulfill the North Central Association accreditation requisite for secondary schools.

SUMMARY OF COURSES

The following pages contain a brief summary of general information about each course taught in the Adult High School Credit Program. Students, secretaries, faculty, and counselors should find these subject outlines helpful in preregistration.

The title and symbol of the course is given, with the grade level. Courses are either required or elective, with one-half unit of credit given for each subject.

It is important that each student notice the prerequisites; certain subjects require a specific background in the subject matter in order that the student might succeed.

The courses are grouped according to department and listed in the sequence on the preceding page.

BOOKKEEPING 1

Symbol: Bk 1 10th - 11th Grade Level
 Elective course
 Amount of credit: 1/2 unit
 Prerequisites: General Mathematics in Junior High School
 Supplies needed: Workbook, pencil, and ink pen

Bookkeeping is useful to many kinds of workers in business. A typist prepares statements and other reports dealing with bookkeeping work. A secretary takes dictation or transcribes information dealing with bookkeeping terms, transactions, and records. A salesperson records cash and charge transactions, and is often required to assist in inventory work. The homemaker must deal with many bookkeeping forms in everyday household activities. The material in this course will help all workers perform their tasks with greater confidence and efficiency.

Bookkeeping 1 is an accounting course useful for everyday purposes and is necessary for preparation of employment. Bookkeeping is a systematic method of keeping financial books. In our everyday lives, this course is helpful in preparing family budgets, keeping a checking and savings account, or taking care of treasury records of an organization.

A basic course outline includes: Making a balance sheet and work sheet, recording journal entries and posting to a ledger, recording income and expenses, making bank deposits and reconciling bank statements.

BOOKKEEPING 2

Symbol: Bk 2 10th - 11th Grade Level
 Elective course
 Amount of credit: 1/2 unit
 Prerequisites: Bk 1
 Supplies needed: Workbook, pencil, and ink pen

Bookkeeping 2 is a continuation of Bookkeeping 1 covering the second half of the bookkeeping and accounting textbook.

The material covered: The combination journal with special columns; sales and purchases, payrolls and taxes, use of the cash register, notes and interest; partnerships, corporations, and cooperatives; personal, social, and professional bookkeeping systems.

BOOKKEEPING 3

54

Symbol: Bk 3

Elective course

11th - 12th Grade Level

Amount of credit: 1/2 unit

Prerequisites: Bk 2

Supplies needed: Workbook, pencil, and ink pen

This subject is the third semester course in bookkeeping and accounting. Bookkeeping 3 is strictly vocational. The main objectives are: increasing the knowledge of the student about business and its operation, increasing competence in accounting in order to seek business employment, improving the ability of future proprietors to manage their own business, and building a good foundation in bookkeeping and accounting for those who will continue to take further work in college or business schools.

A basic course outline includes: Accounting used in each department of a store, payroll and tax records, adjusting the books at the end of a fiscal period, and partnerships.

Bookkeeping 3 covers one half of the advanced bookkeeping and accounting textbook.

BOOKKEEPING 4

Symbol: Bk 4

Elective course

11th - 12th Grade Level

Amount of credit: 1/2 unit

Prerequisites: Bk 3

Supplies needed: Workbook, pencil, and ink pen

Bookkeeping 4 is a continuation of Bookkeeping 3 covering the second half of the advanced bookkeeping and accounting textbook.

The material covered includes corporation accounting, manufacturing accounts, and interpreting accounting records and reports.

BOOKKEEPING 5

Symbol: Bk 5

Elective course

12th Grade Level

Amount of credit: 1/2 unit

Prerequisites: Bk 4

Supplies needed: Practice set, pencil, and ink pen

Bookkeeping 5 is a practice set designed to give actual practice in corporation accounting. The set helps the student to get an entire picture of the bookkeeping operation and to develop skill in handling transactions. The student learns the importance of neatness, accuracy, and organization of time and materials.

BUSINESS ENGLISH

Symbol: BE 10th - 12th Grade Level
Elective course
Amount of credit: 1/2 unit
Prerequisites: Junior High School English

Business English is an English course adapted to fit the needs of business, literary clubs, labor and tradesmen, the professions, and technical groups.

Grammar and punctuation are reviewed. The following types of correspondence are taught: personal letters, business letters, sales letters, job applications, adjustments, taking orders, and writing remittance letters.

This course is very practical in preparation for secretarial work and in reviewing letter writing for stenographers. Use of the typewriter is encouraged though not required.

BUSINESS ORGANIZATION

Symbol: BO 11th - 12th Grade Level
Elective course
Amount of credit: 1/2 unit
No prerequisites
Supplies needed: Workbook and ink pen

Business Organization is a very worth-while course for: (1) Those who enter business as employees and need a knowledge of how business is organized and operated, (2) Developing a better appreciation of the place of business organization and management in our economic society, (3) Those who will eventually own and operate their own business, and (4) Enlarging the business vocabulary of the student.

A basic course outline contains: information on the American Enterprise System; organization of sole proprietorships, partnerships, corporations, and cooperatives; the purchasing, merchandising, and production functions of business; the financial operations of business, management and personnel problems; and government regulations.

COMMERCIAL ARITHMETIC

56

Symbol: CA

Elective course

9th - 12 Grade Level

Amount of credit: 1/2 unit

Prerequisites: General Mathematics in Junior High School

Supplies needed: Pencil and ruled paper

Commercial Arithmetic is a business mathematics course designed to aid students in personal use and for vocational training. This course covers a majority of the business activities in which a student's mathematical knowledge is considered important by the employer.

A basic course outline includes improving skills in:

Addition	Payroll preparation
Subtraction	Computing interest
Multiplication	Notes and drafts
Division	Property and income taxes
Fractions	Social Security
Percentage	Stock purchases and sales
Discounts	Bond purchases and sales
Retail selling	Business records and graphs
Insurance	Practical measurements

Commercial Arithmetic is a review course in basic arithmetic. The problems are in chart or table form and story form.

COMMERCIAL GEOGRAPHY

Symbol: CG

Elective course

10th Grade Level

Amount of credit: 1/2 unit

No prerequisites

Supplies needed: Workbook and ink pen

Commercial Geography covers: (1) Physical geography, which is the distribution of weather, mountains, plains, and rivers over the face of the earth, (2) Economic geography is a study of how and where man earns a living, (3) Political geography is associated with the state and other governmental units in relation to their political strength.

The subject covers an extensive map program showing: population, rainfall, types of animals and vegetation, agriculture, mining, and manufacturing. A large portion of the course is related to the production, transportation, marketing, and manufacture of the important items of commerce both in the United States and the entire world.

COMMERCIAL LAW

Symbol: CL 12th Grade Level
Elective course
Amount of credit: 1/2 unit
No prerequisites
Supplies needed: Workbook and ink pen

Commercial Law will help the individual to understand organized society better. This course will help the student become a better and more informed citizen. Students will be better able to understand legal problems and what procedures to follow in solving their needs.

The course outline includes: contracts, employer-employee relations, negotiable instruments such as checks and notes, insurance, owning and transfer of property, landlord and tenant, and functions of courts.

The course is composed of legal terms, applying the law to our individual lives, and case problems solved in the courts.

SALESMANSHIP

Symbol: Sls
Elective course 11th - 12th Grade Level
Amount of credit: 1/2 unit
No prerequisites
Supplies needed: Workbook and ink pen

The objectives of salesmanship are to: (1) help the student develop a good personality, (2) Give the student a broad knowledge and understanding of the general principles of selling, (3) Acquaint the student with the environment in which the salesman works, (4) Give the student training which will enable him to become a better purchaser, and (5) Prepare the student for a sales job in the business world.

A basic course outline includes: the history of salesmanship, the social and mental traits needed in selling, buying motives, the importance of product knowledge, the steps in making a sale, common sales problems, time management, and responsibilities of the salesman.

Each student is required to build a sales manual project on a product or line of products. This project is beneficial to the student in making a prepared sales talk and equipping him with knowledge in vocational salesmanship.

ENGLISH SUMMARIES

The primary objective in all eight English courses: to improve communication (reading, writing, speaking, and listening) through systematic study of grammar, composition, and literature.

ENGLISH 1

Symbol: E 1

Required course

9th Grade Level

Amount of credit: 1/2 unit

Prerequisites: Junior High English

This course emphasizes the language skills that will meet the students' personal needs in writing and speaking.

Part 1 - Grammar. The following basic grammar is included in English 1: the parts of speech; the parts of a sentence; phrases and clauses; how to write complete sentences, paragraphs, compositions; proper use of punctuation marks, and spelling.

Part 2 - Literature. The second part of English 1 is on literature. These stories are fascinating general works on the world of the: individual, animals, sports, mystery, humor, and history.

Throughout this subject the student will gain an increased understanding of words, what they mean, and how to use them. The student should be able to find the main idea of the stories and understand the setting.

ENGLISH 2

Symbol: E 2

9th Grade Level

Required course

Amount of credit: 1/2 unit

Prerequisites: E 1

English 2 continues to build a foundation for further language courses.

Part 1 - Grammar. This section continues to build word usage and composition skills by teaching: work agreement, the correct use of verbs, pronouns, and modifiers; letter and story writing; and more complex punctuation.

Part 2 - Literature. The section on literature introduces the student to famous plays; poetry about people, nature, fiction, descriptive tales, scientific and biographic stories. Through the literature the student will continue to develop a better reading ability--faster reading, more comprehension, an appreciation of reading, finding specific facts, and following directions.

ENGLISH 3

59

Symbol: E 3

10th Grade Level

Required course

Amount of credit: 1/2 unit

Prerequisites: E 2

Part 1 - Grammar and composition. English 3 provides a summary of the language arts learned in seventh, eighth, and ninth grades. It also gives additional work on: words, parts of a sentence, writing correct sentences, composing effective paragraphs, and the specialized use of the comma.

Part 2 - Literature. The student will have the opportunity to read selected short stories by humorous authors such as Mark Twain. He will learn how to uncover the theme, find the authors' relative merits, and read fast-moving tales of dramatic action. The course ends with the reading of Julius Caesar by William Shakespeare.

The plots such as boy-meets-girl, hero-outwits-villain, and baseball-player-makes-good will entertain you; but furthermore, you will look for the theme, plot, character, the author's tone, style, and point of view.

ENGLISH 4

Symbol: E 4

10th Grade Level

Required course

Amount of credit: 1/2 unit

Prerequisites: E 3

Part 1 - Grammar and composition. The English 4 section begins with making words agree, using pronouns, verbs, adjectives, adverbs, and the semicolon. The student finds information by using dictionaries, using library card files, and locating magazine articles through the Readers' Guide. A letter-writing unit is taught showing styles of social and business letters.

Part 2 - Literature. American nonfiction stories on true adventures, the biography, and essays should provide very interesting reading material in English 4. A second section is on plays, and the third is on the novel or popular form of story telling.

ENGLISH 5

60

Symbol: E 5

11th Grade Level

Required course

Amount of credit: 1/2 unit

Prerequisites: E 4

Part 1 - Grammar and composition. English 5 gives the student an approach to the higher levels of language arts. He is exposed to non-standard as well as informal and formal English and its effects on people. What are concrete or abstract words? figures of speech? a simile? a metaphor?

This course will illustrate how to avoid sentence errors; also a review of sentence parts is included. Your writing should mature after you are shown how to express related ideas.

Part 2 - Adventures in American Literature. The growth of American tradition is a series of famous writings during colonial times. They include material from early records, journals and diaries. The Puritan literature of New England is composed of autobiographies, speeches, poetry and mysteries.

The last reading is of "The House of the Seven Gables" with a written student interpretation from three to five pages long.

ENGLISH 6

Symbol: E 6

11th Grade Level

Required course

Amount of credit: 1/2 unit

Prerequisites: E 5

The major emphasis of English 6 is on composition.

Part 1 - Composition. Thorough drill in learning the seven-step theme-writing method is given: choosing subject, determining purpose, limiting subject, getting material, outlining, writing first copy, writing final copy.

English 6 puts the student's background of grammar and literature to the test by having the pupil write compositions, letters, and a research paper with footnotes.

Part 2 - Adventures in American Literature. This section covers: modern fiction, which is composed of short stories by American authors in recent times; non-fiction essays are about various interesting personalities and ideas; articles present evidence of research from magazines, the modern poetry stimulates the reader's imagination; and dialogue is used in a series of modern dramatical plays.

ENGLISH 7

Symbol: E 7

12th Grade Level

Elective course

Amount of credit: 1/2 unit

Prerequisites: E 6

Part 1 - Grammar. English 7 reviews grammar presented in E 1, E 2, E 3, and E 4. The old material such as parts of speech and the writing of correct, clear, and smooth sentences is presented more extensively and new material is added. The major emphasis is the attention given to construction and improvement of sentences through actual practice.

Part 2 - Adventures in English Literature. Several periods of English literature are studied:

- (1) The Anglo-Saxon period is about the sea-going warriors of the fifth through the eleventh centuries.
- (2) The Medieval period is about early English and Scottish Ballads, the class structure from nobles to serfs, the growth of commerce, craftsmen and merchants.
- (3) The Elizabethan Age of Exploration, growth of the English language, and Shakespeare.
- (4) The 17th Century of Civil War and plagues.
- (5) The 18th Century about nobility, the informal essay, and novel.
- (6) The Romantic Age is about nature, liberty, and the common man.

ENGLISH 8

Symbol: E 8

12th Grade Level

Elective course

Amount of credit: 1/2 unit

Prerequisites: E 7

Part 1 - Composition. The material presents the final touch on the mechanics of your four vocabularies: A listening, speaking, writing, and reading vocabulary. Students learn to use the tools of the library in their research. You will cover outlining, organization of materials in preparation for writing, drafting, revising, and proper punctuation.

Part 2 - Adventures in English Literature is continued from English 7. The Victorian Age of moral values and serious works is mixed with writings of lighthearted fun. The Modern Age (20th Century) is the period of little difference between English and American writers. This era contains poetry, plays, letters, and novels.

This series of literature gives the Senior student a summary in literature appreciation through the valuable experiences of reading a rich variety of writings of scientists, historians, educators, religious writers, novelists, and poets.

M A T H E M A T I C S S U M M A R I E S

GENERAL MATHEMATICS 1

Symbol: GM 1 9th - 12th Grade Level
 Elective course but will serve to fill
 the one-year requirement for Math.
 Amount of credit: 1/2 unit
 Prerequisites: None

General Mathematics is a course designed for two groups of secondary school students: For those who have no need for algebra and geometry, and for those who want to build a good background in basic arithmetic and then take more advanced mathematics.

The pupil will develop the following understandings;
 (1) The concept of numbers, (2) Problem-solving ability,
 (3) The importance of measurement in scientific, industrial, and commercial activities, and (4) The ability to express mathematical ideas.

General Mathematics is composed of eight chapters which include the following:

Problem solving - words to watch for; reading whole numbers; using diagrams, rules, and formulas, and finding reasonable answers.

Using decimal fractions - addition, subtraction, division, and multiplication of decimal fractions; and finding areas.

Using lines and angles - drawing triangles, squares, angles, and making graphs.

Using common fractions - addition, subtraction, multiplication, and division of fractions; time-rate-distance formulas.

Using ratio - how to use fractions and decimals in expressing ratio.

Using graphs to express ideas - making bar, circle, and line graphs; computing per cent of increase and decrease.

Measurements - how to make measurements of weight and distance; measuring electricity, water, and temperatures.

Modern transportation and travel - shipment of goods, buying and owning a car.

Symbol: GM 2 9th - 12 Grade Level
Elective course but will serve to fill
the one-year requirement for Math.
Amount of credit: 1/2 unit
Prerequisites: GM 1

General Mathematics 2 is a continuation of GM 1 with eight additional chapters to build a better background for students. These chapters include:

Mathematics of form, size, and position - construction of angles, triangles, and circles; measuring volume, and review of perimeter and area.

Using ratio and per cent - using formulas in problem solving; three parts of a ratio and per cent problem; finding the rate and base.

Math in construction and building - reading house plans, using proportion in scale drawing, figuring cost of materials, excavation, painting and plastering problems.

Math in business - the student learns about the sales slip, banking, interest, inventories, and selling on commission.

Math in the community - changing costs, circulation of library books, school enrollments, highways, and taxes.

Math in the home - wages, contract and piece work, budgeting, saving, installment buying, and types of insurance.

What Algebra is like - making formulas, using equations, using axioms, and using algebra to solve proportions.

Keeping in practice - This chapter has many review practice problems which help evaluate the student's progress. It also contains tables of measure and a glossary of mathematical terms.

ALGEBRA (MATHEMATICS 1)

Symbol: M1 9th - 12th Grade Level
Elective course but will serve to fill
the one-year requirement for Math.
Amount of credit: 1/2 unit
Prerequisites: None

Algebra (Mathematics 1) is one of the chief branches of mathematics. In Algebra, letters replace sets of numbers, and equations are used to solve problems.

Business and industry rely on algebra to solve many problems; engineers, physicists, and chemists use algebra every day.

The materials studied are: Literal numbers, evaluations, and applications to geometry; solving problems by formulas, finding perimeter, area, and volume of circles, and solids; positive and negative numbers measure distances above and below zero; problems solved by use of axioms and equations; operations with polynomials or like terms; equations containing parentheses or fractions; the last chapter explains the reading and use of statistical graphs.

ALGEBRA (MATHEMATICS 2)

Symbol: M2 9th - 12th Grade Level
 Elective course but will serve to fill
 the one-year requirement for Math.
 Amount of credit: 1/2 unit
 Prerequisites: M1

Mathematics 2 is a continuation of the two-semester course of algebra. The student will learn how to find solutions to the following:

1. Graphs of pairs of linear equations.
2. Special products and factoring.
3. Algebraic fractions.
4. Fractional equations.
5. Powers, roots, and radicals.
6. Quadratic equations.
7. Proportion and variation.
8. Numeric trigonometry.

Preciseness of language is stressed plus an appreciation of the role in mathematics. Understanding the structure of our system of numeration plus the ability to solve verbal problems should be the ultimate goal.

66
65
GEOMETRY (MATHEMATICS 3)

Symbol: M 3

10th - 12th Grade Level

Elective course

Amount of credit: 1/2 unit

Prerequisites: M 2

Mathematics 3 or Geometry gives the student more careful training and practice in logical thinking than any other school subject. An understanding of its principles is essential to navigators, pilots, astronomers, engineers, architects, scientists, and designers.

Some topics studied in M 3 are:

1. Lines, planes, angles, and sets.
2. Properties of triangles.
3. Proving and using theorems.
4. Parallel lines and parallelograms.
5. Circles.
6. Inequalities.
7. Algebraic proofs--measurement of angles.
8. Geometric construction.

GEOMETRY (MATHEMATICS 4)

Symbol: M 4

10th - 12th Grade Level

Elective course

Amount of credit: 1/2 unit

Prerequisites: M 3

Mathematics 4 is a continuation of Geometry. The topics studied are:

1. Locus or place.
2. Ratio and proportion.
3. Similar polygons.
4. Numerical trigonometry.
5. Areas of polygons and the circle.
6. An introduction to analytic geometry.
7. Deductive and inductive reasoning.

ADVANCED ALGEBRA (MATHEMATICS 5)

Symbol: M 5

10th - 12th Grade Level

Elective course

Amount of credit: $1/2$ unit

Prerequisites: M 4

Advanced Algebra helps the student to: (1) Understand algebra as a study of the structure of the systems of real and complex numbers, (2) Recognize the techniques of algebra in this structure, and acquire facility in applying algebraic concepts and skills, (3) Appreciate and use the precision of language in mathematics, (4) Review elementary algebra and see its integration with advanced work.

The topics covered in Mathematics 5 are:

1. Fundamental operations with signed numbers, powers and roots of numbers.
2. First-degree equations and graphs.
3. Type products, using special products and factoring in solving equations.
4. Fractions are studied in order to help one solve many problems occurring in applied science.
5. Functional relations, constants and variables.
6. Exponents and radicals.
7. Logarithms.

ADVANCED ALGEBRA (MATHEMATICS 6)

Symbol: M 6

10th - 12th Grade Level

Elective course

Amount of credit: $1/2$ unit

Prerequisites: M 5

Mathematics 6 is a continuation of the two-semester course of Advanced Algebra. Topics covered are:

1. Trigonometry which is the finding of distances and angles.
2. Quadratic functions and equations.
3. Arithmetic and geometric progressions.
4. The binomial theorem.
5. Determinants.
6. Permutations, combinations, and probability.
7. Higher-degree equations.
8. Inequalities.
9. Rates of change.

SCIENCE 3 (BIOLOGY)

Symbol: Sc 3 10th - 12th Grade Level
 Required course unless student has
 two semesters of other science
 Amount of credit: 1/2 unit
 Prerequisites: None

Science 3 is the course of Biology. This is the science of living organisms (plants and animals) and the principles which govern their existence.

The first unit covers: (1) The science of life and the methods used in studying it; (2) The life span of plants and animals; (3) the compositions and function of cells; and (4) The common elements essential to living things.

The second unit covers the relationships of living things, their environment and classification, and the balance of life.

Third unit: The biology of plant life is a study of seed plants; roots, stems, and leaves and their activities; flowers, fruits, and reproduction.

The fourth unit is a study of flowerless plants such as algae, bacteria, fungi, mosses, and ferns.

The last unit is on the simple forms of animal life such as worms, insects, and microscopic life.

SCIENCE 4 (BIOLOGY)

Symbol: Sc 4 10th - 12th Grade Level
 Required course unless student has study of World History
 two semesters of other science
 Amount of credit: 1/2 unit
 Prerequisites: Sc 3

Science 4 (Biology) is a continuation of the study of living things. The student learns about the more advanced forms of plant and animal life.

Science 4 starts with animals with backbones, amphibia, birds, and mammals. The next unit is on the human body and its processes.

Microbes, the problems of disease, the body defenses, prevention and control of disease are phases of the third unit. The basis and principles of heredity and the changing world of life explain the biology of plant and animal heredity.

The final unit covers conservation of soil and water, forests, and wildlife.

SOCIAL SCIENCE SUMMARIES

SOCIAL SCIENCE 3

Symbol: SSc 3 10th Grade Level
Required course
Amount of credit: 1/2 unit
Prerequisites: None

This is a study of World History which will give each student a greater appreciation of the achievements of mankind. This course will deal with the physical changes of the earth, man and animals, and the changes in customs, ideas, and opinions.

Topics of study reveal: (1) The Middle Eastern people lived on the land drained by the Nile, Tigris, and Euphrates Rivers, (2) The Far East and Far West show contrasts in China and India with civilization in the Aztec and Inca Tribes, (3) The Greeks and Romans spread their culture by conquering other lands, (4) The advance from the Middle Ages, the rise and fall of the empires in Europe, and (5) The struggle for democracy which brought about revolution.

SOCIAL SCIENCE 4

Symbol: SSc 4 10th Grade Level
Required course
Amount of credit: 1/2 unit
Prerequisites: None

This is a continuation of the study of World History starting with the Industrial Revolution in 1750. Great strides in transportation, agriculture, textile works, and the manufacture of iron and steel products resulted from this great series of inventions.

The Industrial Revolution caused drastic changes in the type and size of businesses, and government regulation.

Imperialism had forced advancement in colonialism, trade, education, science, medicine, and government controls.

Peaceful movements, the two world wars, the Cold War, and the United Nations sum up the remaining topics.

SOCIAL SCIENCE 5

Symbol: SSc 5

11th Grade Level

Required course

Amount of credit: 1/2 unit

Prerequisites: None

This course gives students a sound background in United States History in order that each one may become a more responsible citizen in our changing democratic society.

The units studied are: (1) How our country was discovered and settled, explaining the exploration and settlement of North America to Colonial America; (2) How the United States won its independence and established a national government; (3) How the sections of the country began to strive for their special interests, including the "cotton kingdom" of the South, and the manufacturing area in the Northeast; (4) The addition of the Louisiana Purchase, and the War of 1812; (5) How the Union was enlarged by annexing Texas, addition of the Oregon Territory by treaty, gaining of the Southwest by the Mexican War, and the preservation of the Union with the War Between the States.

SOCIAL SCIENCE 6

Symbol: SSc 6

11th Grade Level

Required course

Amount of credit: 1/2 unit

Prerequisites: None

Social Science 6 is a continuation of American History beginning with the reconstruction after the War Between the States.

The rapid development of our country resulted from the settlement of the great plains, the gold rush to California, and the Industrial Revolution.

Other important topics of American History units are the coinage of gold and silver, the printing of greenbacks, the many political questions, the rise of big business, and government control of business.

The study of the Spanish-American War, World Wars I and II, the peacetime periods between the wars, and the rise of America as a wealthy nation and world power gives each student a new insight of his country.

SOCIAL SCIENCE 7

70

Symbol: SSc 7

12th Grade Level

Required course

Amount of credit: 1/2 unit

Prerequisites: None

This is a modern problems course which teaches the student how to think critically and solve complex problems. The course is entitled American Problems.

The topics cover: (1) Effective thinking of today and problem solving of tomorrow; (2) How the various levels and branches of government share and use their powers intelligently and responsibly; (3) The rights and responsibilities of citizens in a democratic society; (4) Meeting social needs, the effect of public opinion on government, and changing family patterns; (5) Wise use of the Nation's resources, our supply, demand, and conservation; (6) How our free economy works, the growth of American business and organized labor; (7) Individual loyalty and nationalism vs. communism; and (8) Maintaining peace and American foreign relations.

SOCIAL SCIENCE 8

Symbol: SSc 8

12th Grade Level

Required course

Amount of credit: 1/2 unit

Prerequisites: None

Social Science 8 or Economics is a study of the principles, practices, and problems of economics in American life.

The topics are: (1) A rational way of thinking about economic problems which are related to making a living; (2) The nature of our economy, how goods and income are produced, and the distribution of these goods to consumers; (3) How production is organized, how business is managed in the form of sole proprietorships, partnerships, cooperatives, and corporations; (4) Money and its use, credit, types of banks, and the Federal Reserve System; (5) Values, prices, competition, monopoly, and government control of prices; (6) The economic growth, stability, and security of the United States; (7) Wise use of money, budgeting, spending and economic security, (8) Government, taxes, and the public debt; and (9) Comparing the economic systems of the world.

INDEX

71

Active Enrollment	44
Administering Student Tests	44
Administrative Procedures	26
Admission of Day School Students	46
Advanced Algebra (M 5 & 6)	66
Algebra (M 1)	63
Algebra (M 2)	64
American History (SSc 5 & 6)	69
American Problems (SSc 7 & 8)	70
Assignment of Work	44
Attentance Recommendations	44
Biology (Sc 3 & 4)	67
Bookkeeping 1 & 2	53
Bookkeeping 3, 4, & 5	54
Business Education Summaries	53
Business English	55
Business Organization	55
Case-File System	36
Class Lists	46, 50
Class Rank in Des Moines	45
Class Rank in Other Schools	44
Class Record Book	46
Commercial Arithmetic	56
Commercial Geography	56
Commercial Law	57
Counseling Adults	33
Course Credits	44
Courses Offered	23
Credit Record Card	41, 43, 46, 47
Diploma	45
English 1 & 2	58
English 3 & 4	59
English 5 & 6	60
English 7 & 8	61
Enrollment According to Age	31
Enrollment in Each Class	30
Enrollment by Grade Classification	28
Enrollment Procedures	40
Enrollment Statistics	28
Enrollment Statistics Comparison	29
Evaluation Sheet	42
Foreword	21

General Mathematics 1	62
General Mathematics 2	63
General Procedures	44
Geometry (M 3 & M 4)	65
Graduate Credits	47
Graduation Deadline	45
History of the High School Program	24
Incomplete Grades	47
Issuing a Course Outline	46
Mathematics Summaries	62
North Central Association Report	28
Phone Number - Adult Education	20
Profit and Loss Statement	32
Pupil Scholarship Report Card	48, 49
Record of Attendance and Tuition	38
Record of Material Loan	49
Recording Credits	46
Repeat Subjects	48
Salesmanship	57
Schedule of Classes	21
Science Summaries	67
Secretarial Duties	37
Semester Record Summary	39
Social Science Summaries	68
Student's Program Card	41, 43
Student Progress	44
Subject Requirements	41
Summer Work	45
Symbols of Subjects	51
Table of Contents	22
Teacher Reference Guide	46
Tracking	44
Tuition & Book Deposit	40
Workbook Costs	40
World History (SSc 3 & 4)	68